

Book Orientation and Print Awareness

DOMAIN: Language Development and Communication

CLAIM: Students can acquire the foundational skills for reading and integrate these skills for comprehending increasingly complex texts in home, school, and community.

RATIONALE

Depending on home and early school experiences with print (bedtime stories and read-aloud books, big book shared reading, shared writing and their very independent adventures with reading- and writing-like behaviors), children come to kindergarten and first grade with different understandings about the conventions used to communicate meaning in print.

Based on the research of Marie Clay (2000) and others, each child develops his/her level of understanding of book orientation and print awareness. By assessing both the child's understanding and misunderstanding of conventions, teachers can address what still needs to be learned. This knowledge enables teachers to design instruction that meets the needs of individuals regarding how print works. Questions posed to students may include: *Where is the front of the book? Where does the story start? Where do I start reading and where do I go after that? What is a letter? What is a word?* These important literacy understandings can develop through quality hands-on experiences with books and print.

ALIGNMENT TO NC STANDARDS

NC Foundations for Early Learning and Development

LDC-10 Children develop book knowledge and print awareness.

NC Standard Course of Study (Common Core State Standards & Essential Standards)

CCSS RF.K.1 Demonstrate understanding of the organization and basic features of print.

BOOK ORIENTATION

Children understand that books have pages that may contain pictures and/or words.	Children understand that books contain pages of print that represent language and sometimes there are pictures that help us know what the words describe.			UNDERSTANDING
A. Holds the book in random ways and flips pages, not looking at pages, nor looking at anything specifically.	B. Holds the book in random ways and may flip pages from front or back. May change the position of the book to better view the picture or print.	C. Holds the book upright, opens it from the front cover, and turns pages (not always one by one).	D. Holds the book upright, turns the pages in order, starting at the front (one page at a time).	SKILLS
<p>When handed an early learning book* with the spine facing toward her, Olivia opens the book from back to front and possibly upside down. She flips the pages randomly but does not stop long enough to see what is on the pages. When Olivia gets to the last page or set of pages being turned, she closes the book.</p> <p>After selecting a book from one of the classroom book baskets, Santiago examines the book's front and back covers, then opens the book from the back, randomly flips pages, and finally closes the book, and returns it to the basket. Another book is selected and Santiago opens this book from the front and holds it upside down. This is repeated with several books before he moves to another area in the classroom.</p>	<p>When given the opportunity to explore an early learning book, Anthony opens the book right side up or upside down and/or back to front, randomly flipping pages until the pictures and/or print capture the child's attention. Then, he turns the book upright to correct the orientation of picture or print.</p> <p>When observing Aaliyah sharing an early learning book with a reading buddy, the teacher notices that she flips the pages front and back and that Aaliyah eventually changes the position of the book to upright.</p>	<p>The teacher hands Carl an early learning book* with the spine facing him. The teacher says, "Show me how you would open the book and read it to a friend." Carl holds the book upright, opens the book from the front, and begins turning the pages but not always one by one.</p> <p>When visiting the school library the teacher observes the Liam "reading" a book, holding the book upright, opening from the front, and turning a few pages at a time.</p>	<p>After the teacher selects an early learning book* (or is self-selected by the student), the teacher says to Noah, "Help me read this book." The teacher asks, "Where do I start reading?" Once Noah opens the book upright and opens the book at the front, the teacher asks, "What do we do next to read the book?" He turns the pages one at a time.</p> <p>When provided an opportunity to engage in a classroom library or centers, Sofia selects a book and models reading it to herself and to an audience (e.g., stuffed animals, peers, dolls, or an imaginary audience). She holds the book upright and turns pages from front to back, one page at a time.</p>	PERFORMANCE DESCRIPTORS

* An **early learning book** is characterized as one that contains two to six lines of text, utilizes familiar content that is concrete and easy to understand, contains strong picture support, and uses mostly simple sentences but may periodically include longer sentences that include high frequency words and possibly dialogue. Note: Punctuation increases with the increase in sentence structure and content. Punctuation may include periods, commas, quotation marks, exclamation marks, question marks, and ellipses (Fountas and Pinnell, 1996).

PRINT AWARENESS

UNDERSTANDING	Children understand that books have pages that may contain pictures and/or words.		
SKILLS	A. Attends to pictures as the only source of information.	B. Indicates that books can have pictures and/or print by pointing to either.	C. Pretends to read by scanning pages with eyes and/or traces text with finger from top to bottom and may trace left to right.
PERFORMANCE DESCRIPTORS	<p>While looking at an early learning book*, Isabella attends only to the pictures. For example, during small group or one on one, the teacher may say, "I am going to read a story and I want you to help me." Isabella points to or looks at the pictures and gives information about the book based on what is shown in the illustrations. She makes no attempt to "pretend to read" the print on the pages.</p> <p>When examining a self-selected book, Brandon flips through the pages, looking at and commenting only on the pictures. He identifies objects (or actions) seen in the illustrations. His eyes scan only the pictures. Brandon appears not to notice the text.</p> <p>Chin is sitting beside the teacher while the teacher reads a book. As the teacher reads, he points to the pictures on each page. When there is a page with only text, Chin turns pages until finding a picture.</p>	<p>After the teacher selects an early learning book* (or is self-selected by the student), Emma is prompted to point to print or pictures on a page. The teacher says, "Show me the pictures ... [Emma points] ... Now show me the words." Emma points to a picture and points to the print on a page.</p> <p>The teacher is using the interactive white board to read a book and asks Diego to point to a picture and then to the words. He comes to the white board and points to the picture and words.</p>	<p>When sitting one on one with Luis, the teacher asks him, "Where should I start reading?" and Luis points to text at the top of the page. When the teacher asks, "Where do I read after this?" Luis indicates with a hand/finger, moving top to bottom and may move from the left side of the page to the right side when going down the lines of print.</p> <p>When listening to a taped story, Alyssa follows the print by pointing, beginning at the top and moving to the bottom and occasionally runs from the left-hand side of the page and moves to the right.</p> <p>When Cory is "reading" a book of a known story to others he points to the top of the page and traces the words top to bottom and left to right across the page, while paraphrasing the story to the other children who are listening.</p>

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PRINT AWARENESS

Children understand that books contain pages of print that represent language and that there are sometimes pictures that help us know what the words describe.				UNDERSTANDING
D. Points in the general area of printed words when prompted to show where we read words.	E. Points to the first word on the page when asked where to begin reading.	F. Points to one or two words on a page when prompted and can point to one letter when prompted.	G. Uses one-to-one correspondence while pretending to read.	SKILLS
<p>After the teacher selects an early learning book* (or is self-selected by the student) the teacher asks Ava, "Show me where we read words on the page." Ava indicates by pointing or using a hand to show the general area of printed words. She can find words in different areas of the page.</p> <p>When reading a book, the teacher comes to a page with text and pictures and asks Gabriel to point to the words. He uses a finger and touches the text – not the pictures – on the page.</p>	<p>During center time, the teacher brings Victoria an early learning book* and a stuffed animal (or puppet "friend"). After the teacher introduces Victoria to her "friend," the teacher asks her to show the "friend" where to begin reading the book. Victoria holds the book right side up, opens to the beginning of the book, and points to where the first word is located on the page.</p> <p>While sitting in the reading center, Brianna is "reading" a familiar book to another child. After joining the group, the teacher asks Brianna to point to where to begin reading. Brianna uses a finger and points to the first word on the page.</p>	<p>During small group time, several children and the teacher are reading a big book. The teacher says, "Show me a letter" and Caleb points to one letter. Next, the teacher says, "Show me a word" and Caleb points to one word.</p> <p>The teacher joins Sebastian who is "reading" a book during center time. She asks Sebastian to point to one letter and then asks him to point to one word. Sebastian does both.</p>	<p>While reading an early learning book* out loud to Alexandra, the teacher points to the first word on a new page. Before reading, Alexandra is asked by the teacher to "Point to each word as I read this line." Alexandra follows along and matches each word on the page with each word that the teacher reads. Alexandra moves a finger from left to right, one word at a time, as the teacher reads.</p> <p>Chung-Ho interacts with an early learning big book* that has one line of large printed text at the bottom of a page. The teacher hears him "reading" the book and walks over to sit with him. The teacher asks Chung-Ho to point to each word as he is "reading." (The child may "pretend" to read the text with incorrect language but is able to point to one word at a time as the child is "reading" the text on the page.) Note: For every word that is called, there should be a shift in the child's pointing that goes from left to right and from one word to the next.</p>	PERFORMANCE DESCRIPTORS

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RESOURCES USED

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